

My Placement, **MYEPAD** (MSc)

This electronic resource guide is intended to support students in completing their practice document (MYEPAD) and to provide general information and tips for practice throughout the nursing programme. This guide may also be helpful for practice assessors, practice supervisors and academic assessors.

We recommend that students view this guide electronically as updates will be made as needed, this will ensure students are accessing up-to-date placement information.



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1. What is the MYEPAD?

“The Midlands, Yorkshire and East Practice Assessment Document (MYEPAD) has been developed by the Pan London Practice Learning Group in collaboration with practice partners, assessors, academic staff, students and service users across London, the Midlands, Yorkshire and the East of England regions. This collaborative assessment document aims to support nursing students to achieve the criteria set out in the Future Nurse: Standards of Proficiency for Registered Nurses, (NMC 2018).”
(<https://myeweb.ac.uk/mye-practice-assessment-document-mye-pad/>)

The MYEPAD is **your** document and provides evidence of your learning and development in practice throughout the duration of your nursing programme. It is essential that you are familiar with this document and your requirements for practice as completion of your MYEPAD is **your** responsibility. **Assessment in practice is mandatory and is a requirement to progress through each stage of your programme.**

This guide has been designed as a brief overview to support you to understand your MYEPAD requirements for practice and has been broken down into smaller sections for ease of reference. This guide is not intended to talk through the technical aspects of using PebblePad and further guides for this can be found on the [Student PebblePad Guidance webpage](#). Further and more detailed guidance is available within the MYEPAD on the Help & Support page.



Midlands, Yorkshire, North East
+ East Practice Learning Group



PRACTICE ASSESSMENT DOCUMENT
NURSING

2. How do I complete my MYEPAD?

The MYEPAD document has various sections that need to be completed to demonstrate your understanding and progression in practice. The MYEPAD breaks down the NMC requirements and there are detailed guides within the MYEPAD itself. This document covers the main aims/ requirements of the MYEPAD as a useful guide for you to understand each section.

2.1 Academic Assessor Interview

Preparing for Practice:

Prior to starting on your placement you should have met with your Academic Assessor to talk through about your forthcoming placement; what possible learning opportunities there may be, setting of goals, consideration of any previous learning and any other questions you may have. This discussion should be recorded in the Academic Assessor Interview page.

2.2 What is the orientation?

The practice orientation is an essential requirement for practice to ensure that you are welcomed into your clinical area and that you are aware of key safety information to keep yourself and others safe. You will see that these are broken down into 'orientation base' and 'orientation spoke'. Orientation should be completed in each practice area on your pre-placement induction (if completed) or your first day. If you are not given an orientation at the start of your first day, please speak with the area manager/ nurse-in-charge.

2.3 What can I expect in my initial interview?

The initial interview is designed to ensure that you feel supported and welcomed into the practice area. The initial interview can be completed with your Practice Assessor (PA) or Practice Supervisors (PS) and there are subheadings within this section to help you to complete this. Generally the initial interview is an opportunity for you to discuss: what you hope to achieve during your placement, any previous placement experience you have, any areas that require additional support, planning for completion of your MYEPAD and practice requirements and the opportunity to find out more about appropriate static spokes and how to access these. This is also a great opportunity to discuss the Episode of Care (EOC) assessment (**See section 2.5**) and make a plan for the formative completion of this. The initial interview should be completed within the first week of placement.

(Note: if your initial interview is completed with a PS this will need discussion and confirmation from your PA).

2.4 What are professional values?

Students are required to demonstrate high standards of professional conduct at all times during their placements. Professional values reflect a number of the requirements of Nurses, Midwives and Nursing Associates as set out in 'The Code' and students should work within the ethical and legal frameworks, and be able to articulate the underpinning values of The Code (NMC, 2018). You should familiarise yourself with these requirements as these will be assessed throughout each practice area.

Professional values will need to be assessed at midpoint interview and you will also receive feedback on your progress. The Professional Values are summatively completed at the final interview. In order to pass the placement you will need to be compliant with **all** professional values. If you are identified as not achieving any of the professional values, an action plan should be implemented to support you to meet these values. Professional values should be assessed and completed by your PA. A Practice Supervisor who is a registered health professional can sign off your formative (midpoint) professional values, however this must be in discussion with your PA.

2.5 What is an Episode of Care (EOC)?

When looking at your MYEPAD, you will see that the EOC assessments are split into 'formative' and 'summative' assessments. The episodes of care assessments **must** be completed with your PA. Each stage of training will have different advice for episodes of care, please see further guidance on EOC assessments which can be found at the top of the page within the MYEPAD. The aim of the EOC assessment is for students to demonstrate underpinning knowledge of an area of care to a patient/ family/ group of patients **appropriate to the students stage in the programme**. Students should discuss and agree an EOC assessment with their PA to identify an appropriate care intervention. The formative assessment will provide you with feedback on your EOC ready for your summative assessment with your PA. The summative EOC should be completed towards the end of your placement experience, where you have had time to practise and understand the underpinning knowledge of the EOC assessment that you have identified. The EOC that you choose will usually be the same for your formative and summative assessment depending on your stage of training. Undertaking the same EOC for your summative assessment allows you to work on any formative feedback and demonstrate your knowledge and skills in this area. The EOC is an essential part of your placement assessment, if you do not meet the summative EOC requirements an action plan will be implemented (**For further information on action plans see section 2.13**).

Examples of an EOC may include, but are not limited to; care planning, a nursing procedure or assessment, a patient admission. **The EOC must be in agreement with your PA to ensure a stage appropriate assessment has been identified.**

2.6 What can I expect in my midpoint interview?

The midpoint interview should be completed with your PA and should be ideally completed before you access your allocated spoke experience. The subheadings within the MYEPAD will support your discussion. The midpoint interview is used to identify areas of strength and to support further learning and development for the remainder of the placement. The midpoint interview should also include a review and sign off of your professional values, any proficiencies you have met so far (**See sections 2.4 & 2.8**), review of progress with practice hours (**See section 2.10**) and sign off your formative EOC (**See section 2.5**). Your midpoint interview is ideally placed before your allocated spoke experience so that you can also identify any proficiencies to complete during your spoke. It is also a good opportunity to think about what learning opportunities you can gain during your spoke to enhance your knowledge overall.

2.7 How do I demonstrate/ document my feedback and progress? (Record of working with others)

As you are aware, you will be allocated a Practice Assessor to oversee your learning in practice and complete your summative assessments. You will also spend time with a range of Practice Supervisors who will support your day-to-day learning and feedback in practice. In order to demonstrate to your PA that you have been developing your knowledge and skills, and to understand areas of strength and development in yourself, students are required to gain written feedback from the PS's they work alongside. This can be done under the record of working from others/ interprofessional working section of your MYEPAD. Here you should reflect on your time spent working with your PS's, what you have learnt, what could have been improved and evidence of the proficiencies you may have gained. Your PS can then provide their feedback on your performance and of professional values maintained and skills gained towards your proficiencies. PS's should have access to PebblePad, however access to IT devices in practice isn't always easy and students may find it **helpful to print off some feedback pages** which can be later uploaded as a supplementary piece.

During your time on your base or spoke placements you may work with non-registered staff and other allied health professionals (AHP's) who will provide evidence/feedback to support your professional values and proficiency sign-off. This evidence/feedback should be written in the record of working with others section. **It is essential that students gather feedback as PA's are required to review feedback from PS's in**

order to make an informed decision of progress. Students who do not provide evidence of feedback may find that their PA is unable to pass their placement due to lack of evidence to support their objective assessment.

2.8 What are proficiencies?

The proficiency outcomes are based on the NMC Future Nurse Standards (2018) and “specify the knowledge and skills that registered nurses must demonstrate when caring for people of all ages and across all care settings. They reflect what the public can expect nurses to know and be able to do in order to deliver safe, compassionate and effective nursing care” (NMC, 2018).

These skills are split into communication and management skills (annex A) and nursing procedures (annex B) (NMC, 2018). Students must demonstrate that they understand and have gained exposure to these skills and must meet the required proficiencies in each stage of the programme.

Please familiarise yourself with your proficiencies before going into your placement. You may consider which proficiencies you will be able to achieve in your base and which you will work towards during your spoke - your PA/ PS's can support you with this.

You will have a different set of proficiencies in NP1 for block 1 and block 2. These must be achieved by the end of each block.

There are a small number of proficiencies that can be achieved in **either** NP1 Block 1 or Block 2. These are listed separately.

In NP1 Block 2 there are further proficiencies for NP2 that can be achieved in advance. Again these are listed separately.

In NP2 all of the proficiencies can be achieved over the year in blocks 1, 2 **or** 3.

You may need to discuss an appropriate static spoke with your PA/PS to meet your proficiencies if these are not achievable from your allocated base or spoke area. The proficiency can also be obtained through simulation/reflection/discussion. It is key that you get your proficiencies signed off and know which are outstanding, **you will not be able to progress onto the next stage of the programme without meeting all of the stage required proficiencies.**

Please note: Non-registered staff supporting students in practice should not directly sign off proficiencies. Instead these staff contribute to proficiency sign off by providing evidence/ feedback to your practice assessor under the 'record of working with others' section of your MYEPAD. Non-registered staff may include healthcare assistants, care support workers, phlebotomists, teachers.

Top tip: It is helpful to print your proficiencies and have these signed as you go. This can support your written feedback as evidence and provide a quick reference to know what you have achieved and which are outstanding.

When a PS/PA signs off a proficiency, this does not mean you are competent/proficient. It signifies that you have built up understanding and knowledge. Competency can only truly be achieved after qualification and with continuous practice of that particular skill to ensure you are a safe practitioner.

The practising of any proficiencies will be dependent on placement area. If that organisation's policies state that students are unable to perform any kind of procedures, that policy must be adhered to and the proficiency must be practised/obtained through simulation/reflection/discussion.

Top tip: The Clinical Teaching Fellows hold clinical workshops and proficiency drop in sessions to support students in meeting these outcomes. These do not replace any experience that can be gained in practice and should be used primarily to enhance learning and knowledge. Please see section 3.6 of this booklet for more information on how the Clinical Teaching Fellows can support your learning.

2.9 What is the medicine management assessment?

You must be able to demonstrate safe and effective medicine administration in each stage of the programme. You should take opportunities to undertake medicine administration where possible, ensuring that you work under the supervision of your PS's or PA at all times. The MYEPAD medicine management assessment should only be completed **by the PA**. This assessment will be completed once per stage of the programme. You will need to plan to complete the medicine assessment towards the end of your placement block when you have had sufficient time to practise these skills. PS's will provide feedback for learning and development. **Please note that students should only administer medications under direct supervision.** There are a few placements where medicine administration does not take place, if this is your base placement please discuss this with your Academic Assessor or Practice Learning Link (PLL) team (dohs-pll@york.ac.uk) who will be able to support you.

2.10 How do I get my hours signed off?

You will complete a weekly timesheet on TMS (Time Management System) and get this verified by your practice assessor. TMS is accessed by logging into [POW \(Placements On the Web\)](#), selecting the 'binoculars' icon on the left hand side of the placement you wish to add practice hours for and clicking the 'Timesheets' button. You then add a Practice Assessor by clicking the 'Add a Practice Assessor' button and filling in their details. You must add the **approved work email address of your practice assessor**. If the practice assessor is not on the system, the practice education support team (PEST) will be notified and will either approve or reject the email address so it is important that the email address is correct and is an approved work email.

You then complete your timesheet including your shift pattern, start time, end time and any breaks. Any absence time is also recorded here. If you are absent you must also report this to your practice placement and the Student and Academic Support Service office at the University by phone (01904 321 321) or email (dohs-sass@york.ac.uk).

Once you have completed your timesheet, you must submit this to your practice assessor. This then sends an email to your practice assessor for them to either verify your hours or to reject either part or all of the timesheet. If the timesheet is approved you will receive a notification to say your hours have been approved. If part or all of the timesheet has been rejected, you will receive a notification to say that part or all of the timesheet has been rejected and will include some notes from your practice assessor with the details of why either part or all of your timesheet has been rejected.

When you are on your spoke placement, **you** must print off a paper timesheet that can be found on the 'Placement Hours - TMS Guidance' page within your UoY MYEPAD workbook in PebblePad, complete this timesheet, and get your practice supervisor from your spoke placement to verify the hours, then add this timesheets evidence on to the 'Placement Hours - TMS Guidance' page. You must also complete a timesheet on TMS for your spoke placement and submit this to your practice assessor at your base placement to approve. The practice assessor at your base placement can then access this paper timesheet from your spoke placement and see that it has been verified by the practice supervisor on your spoke placement, they can then verify the hours on TMS.

The student must complete their timesheets weekly and will receive notifications if this is not completed within 14 days.

Please remember that all hours should be inputted to your Timesheet and approved. Only Hours verified through the Time Management System will be counted toward the student's Placement hours.

As well as all practice hours, some of your clinical skills hours (Completed at University) need to be added on to POW, however if the session does not appear on the list to be added, an academic will add these clinical skills hours to your hours log. You can add your clinical skills hours to POW by logging into POW and clicking the 'Clinical Skills' button at the top of the page. You would then select the required clinical skill and fill in the date of when you attended the clinical skill session. The hours for this session will then be populated automatically. Once you have checked the information is correct, click 'Submit'. This will then add this clinical skill and the allocated hours to your record.

If you are absent from practice this should be documented within the TMS. **You** must inform your placement area as soon as possible and the SASS team. Further information on recording absence can be found in **section 3.5**.

2.11 What is the record of communication section for?

The record of communication section can be used by students, PAs, PS's and AA's to document any meetings or conversations of relevance. For example, your PA/ PS can document here any concerns that they may have about performance, any ad hoc meetings of support and the conversations between you and your PA/PS. It may also be used by your Academic Assessor or PLL team to document any meetings of support.

2.12 What is the patient/ service user/ child/ young person/ carer feedback section?

Students should gather 5 pieces of feedback from patients/ service users/ children/ young persons or carers per stage. There are various forms that you can use to gather feedback depending on the person being asked to complete the form. This feedback is not formally assessed, however it is best practice for you to gain an insight into your performance and development of learning. **You should not ask for this feedback yourself, you should discuss this with your PS who can ask on your behalf.** These feedback forms can be printed and uploaded as evidence. Your PS or PA will need to sign and confirm evidence of these.

2.13 What is an action plan?

An action plan is a supportive measure designed to assist students in meeting the required areas of the programme. As with any module, practice is an essential part of

the nursing programme and students must be able to demonstrate safe and effective practice. You may be put onto an action plan based on unsafe practice, lack of demonstration of professional values, failure to meet proficiencies by the end of the stage and failure of EOC or medicine management assessments. Where an action plan is required, you should be fully informed of the reasons for this. The action plan will be developed using SMART goals and you should clearly understand what is expected from you to achieve this. Action plans will be implemented with the student, PA and Academic Assessor. The PLL team may also be involved to support you with this. Action plans should be regularly reviewed and a timeframe for completion of the action plan will be established.

Please note: Actions plans may be formative or summative. Formative action plans may be used where there are exceptional circumstances. Students should discuss their individual circumstances with their Academic Assessor.

2.14 What is the final interview for?

The final interview concludes the placement and provides an opportunity for you and your PA to reflect on the placement, progress made and areas for development in your future placements. The final interview should ensure that all relevant placement assessments are completed including:

- Hours signed off
- Interviews completed
- Relevant proficiencies signed off
- Professional values completed
- Summative EOC completed
- Medicine management assessment signed off (as appropriate - once per stage)
- patient / service user/ child/ young person/ carer feedback forms signed
- Any action plans completed

Failure to complete summative assessments by the end of the placement will result in an action plan to take forward into the next placement or mandatory use of the retrieval period. Failure to meet the requirements of the action plan may result in programme failure. Please see the action plan section above for more information.

2.15 What is the on-going achievement record (OAR)?

The Ongoing Achievement Record (OAR) summarises your achievements in each placement and within the Practice Assessment Document (MYEPAD), it provides a

comprehensive record of professional development and performance in practice. The purpose of this document is to provide evidence from one practice assessor to another practice assessor regarding your progress, highlighting any areas for development throughout the programme. Your practice assessor and academic assessor must have access to this document at all times during your placement and it should be made available on request. It is your responsibility to ensure it is completed on each placement.

The Practice Assessor needs to ensure that the placement record for their placement is completed in OAR and the progression statement at the end of the stage is signed.

If you are at the end of NP1 your PA on block 2 needs to complete the OAR for NP1-Block 2 and the End of NP1 section. This will be the same for the End of Programme at the end of NP2 Block 3. It is also the PA's responsibility to confirm which of the identified proficiencies have been achieved in NP1/NP2.

The Academic Assessor will work in partnership with the practice assessor in relation to student achievement in practice. The academic assessor confirms in the OAR student completion and recommends progression for each part of the programme. Please note: Academic Assessors will have oversight of student assessments throughout each stage of their placement experiences.

2.16 What is the criteria for assessment?

The criteria of assessment is intended to guide the level of supervision that you should be working within throughout each stage of the programme. Please note: the level of supervision required will be assessed individually for each student. There are certain tasks that you should never do unsupervised, for example, medicine administration. The below is an example of the Stage 1 criteria for assessment which can be found in your MYEPAD. You should review the guidance on the criteria for assessment for each new stage of your programme. You should work alongside your PA and PS's to ensure you are meeting your stage required criteria for assessment.

The decision on the level of supervision provided for students should be based on the needs of the individual student. The level of supervision can decrease with the student's increasing proficiency and confidence (NMC, 2018, p5). 'Achieved' must be obtained in all three criteria by the student.

Overall framework for Nursing Practice (NP) Stage 1 and 2 to be achieved by the end of the placement

NP 1 - Block 1: Guided participation in care and performing with increased confidence and competence.

Achieved	Knowledge	Skills	Attitude and Values
Yes	Is able to identify the appropriate knowledge base required to deliver safe, person-centred care with some guidance.	In commonly encountered situations is able to utilise appropriate skills in the delivery of person-centred care with some guidance.	Is able to demonstrate a professional attitude in delivering person-centred care. Demonstrates positive engagement with own learning.
No	Is able to demonstrate an adequate knowledge base and has significant gaps in understanding leading to poor practice.	Under direct supervision is not able to demonstrate safe practice in delivering care despite repeated guidance and prompting in familiar tasks.	Inconsistent professional attitude towards others and lacks self-awareness. Is not asking questions nor engaging with own learning needs.

NP1 - Block 2: Active participation in care with minimal guidance and performing with increased confidence and competence.

Achieved	Knowledge	Skills	Attitude and Values
Yes	Has a sound knowledge base to support safe and effective practice and provide the rationale to support decision making.	Utilises a range of skills to deliver safe, personal centred and evidence based care with increased confidence and in a range of contexts.	Demonstrates an understanding of professional roles and responsibilities within the multidisciplinary team. Maximises opportunities to extend own knowledge.
No	Has a superficial knowledge base and is unable to provide a rationale for care, demonstrating unsafe practice.	With supervision is not able to demonstrate safe practices and is unable to perform the activity and/or follow instructions despite repeated guidance.	Demonstrates lack of self-awareness and understanding of professional role and responsibilities. Is not asking appropriate questions nor engaged with their own learning.

NP 2: Practising independently with minimal supervision and leading and coordinating care with confidence.

Achieved	Knowledge	Skills	Attitude and Values
Yes	Has a comprehensive knowledge-base to support safe and effective practice and can critically justify decisions and actions using an appropriate evidence-base.	Is able to safely, competently manage person-centred care in both predictable and less well recognised situations, demonstrating appropriate evidence based skills.	Acts as an accountable practitioner in responding proactively and flexibly to a range of situations. Takes responsibility for own learning and the learning of others.
No	Is only able to identify the essential knowledge-base with poor understanding or rationale for care. Is unable to justify decisions made leading to unsafe practice.	With minimal supervision is not able to demonstrate safe practice despite guidance.	Demonstrates lack of self-awareness and professionalism. Does not take responsibility for their own learning and the learning of others.

3. Useful placement information

3.1 What elements of my MYEPAD should I complete in base and in my allocated spoke?

The tables below outline a quick guide of what students should have achieved during their placement blocks. AA's will be checking your documentation throughout your practice experiences.

NP1 Block 1:

Field specific base placement	<ul style="list-style-type: none"> ★ Initial interview ★ Episode of care identified & formative undertaken ★ Midpoint interview (pre-spoke) ★ Midpoint professional values (pre- spoke) ★ Any proficiencies achieved signed off (proficiencies to be achieved on spokes identified at midpoint interview)
Spoke placement	<ul style="list-style-type: none"> ● Students will collect evidence on their professional values & proficiencies (documented under 'record of working with others') & have their practice hours verified
Base placement return	<ul style="list-style-type: none"> ★ Episode of Care summative ★ Medicines Management Assessment (If completed in this block) ★ Final professional values

	<ul style="list-style-type: none"> ★ Final interview ★ All block 1 proficiencies signed off ★ Practice hours checked & verified ★ OAR completed
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NP1 Block 2:

Field specific base placement	<ul style="list-style-type: none"> ★ Initial interview ★ Episode of care identified & formative undertaken ★ Midpoint interview (pre-spoke) ★ Midpoint professional values (pre- spoke) ★ Any proficiencies achieved signed off (proficiencies to be achieved on spokes identified at midpoint interview)
Spoke placement	<ul style="list-style-type: none"> ● Students will collect evidence on their professional values & proficiencies (documented under 'record of working with others') & have their practice hours verified
Base placement return	<ul style="list-style-type: none"> ★ Episode of Care summative ★ Final professional values ★ Final interview ★ Medicines Management assessment completed (If not undertaken in Block 1) ★ All block 2 proficiencies achieved signed off ★ Practice hours checked & verified ★ OAR completed ★ OAR confirmed

NP2 Block 1:

Field specific base placement	<ul style="list-style-type: none"> ★ Initial interview ★ Episode of care identified & formative undertaken ★ Midpoint interview (pre-spoke) ★ Midpoint professional values (pre- spoke) ★ Any proficiencies achieved signed off (proficiencies to be achieved on spokes identified at midpoint interview)
Spoke	<ul style="list-style-type: none"> ● Students will collect evidence on their professional values & proficiencies (documented under 'record of working with others') & have their practice hours verified
Return to field specific base	<ul style="list-style-type: none"> ★ Episode of Care summative ★ Medicines Management Assessment (If completed in this block) ★ Final professional values ★ Final interview ★ Any proficiencies achieved to be signed ★ Practice hours checked & verified ★ OAR completed

NP2 Block 2 & 3:

Field specific base placement	<ul style="list-style-type: none"> ★ Initial interview ★ Episode of care identified & formative undertaken ★ Midpoint interview ★ Midpoint professional values ★ Any proficiencies achieved signed off ★ Episode of Care summative ★ Final professional values ★ Final interview ★ Medicines Management assessment (Needs to be completed once by end of NP2) ★ All NP2 proficiencies to be signed off by end of Block 3 ★ Practice hours checked & verified ★ OAR completed ★ OAR confirmed
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3.2 What do I need to do now my placement is finished?

You should check your MYEPAD and ensure all sections have been fully completed by yourself, your practice supervisor(s) and your practice assessor. **You must contact your academic assessor and inform them of any circumstances that are affecting your ability to complete your MYEPAD within the assessment schedule as soon as possible.**

You must work within assessment deadlines, as with any theory module. You may also contact the Practice Learning Link team (dohs-pll@york.ac.uk) for advice if you are unable to complete your MYEPAD on time.

3.3 What is a retrieval Placement and how do I access it?

Retrieval placements are used to make up **a deficit of hours only**. Your summative requirements must be passed by the end of Block 3. You should aim to complete your required practice hours within your NP blocks.

Retrieval placement is located in the first 4 weeks of your summer break after NP2, Block 2.

If you are aware that you have a deficit of hours please do not book leave in this period until your hours are completed.

Should the retrieval period be required, students will access this 4 week period with an agreed action plan implemented by the Academic Assessor and Practice Assessor.

3.4 What do I do if I need support?

There are a number of options for support:

Pastoral Support: You would contact your personal supervisor

Placement Support: Firstly discuss any issues with your Practice Assessor, the Nurse in Charge of that area or the manager for that area. You can also contact your Academic Assessor or the PLL team (dohs-pll@york.ac.uk)

Wellbeing General Support: Contact the SASS team (dohs-sass@york.ac.uk)

SASS webpages:

<https://www.york.ac.uk/healthsciences/student-intranet/support/student-services/>

How to raise a concern in practice:

<https://www.york.ac.uk/healthsciences/practice-ed-support/practice-concerns/>

3.5 What if I am absent from placement?

All sickness and absence from theory or practice must be reported to the Student and Academic Support Service on 01904 321 321 preferably before 09.30am on the morning of your first day of sickness. You **must also ring the practice area** to inform them as soon as possible. This should be carried out in plenty of time prior to the start of your placement shift.

Failure to notify the placement area in a timely fashion can take placement staff away from caring for patients/clients to chase up your whereabouts and may affect the assessment of your professional values.

Absence should also be reflected in the TMS system for recording practice hours. For all students, sickness lasting four to seven days; a self-certification form should be completed. The original certificate must also be sent to the Student and Academic Support Service. If you are a sponsored student by your employer, the original of this certificate goes to the Student and Academic Support Service and you need to send a photocopy to your employer. From the eighth day of sickness a doctor's certificate is required and again should be sent to the appropriate office as above.

3.6 What clinical skills I can undertake when out on placement?

It is important to note that local policies and procedures must always be followed and that these will always take precedence over the advice offered below.

It is also important that students are properly prepared before undertaking any aspect of direct patient care and receive appropriate supervision

Please follow this Link for [Clinical Skills Guidance](#)

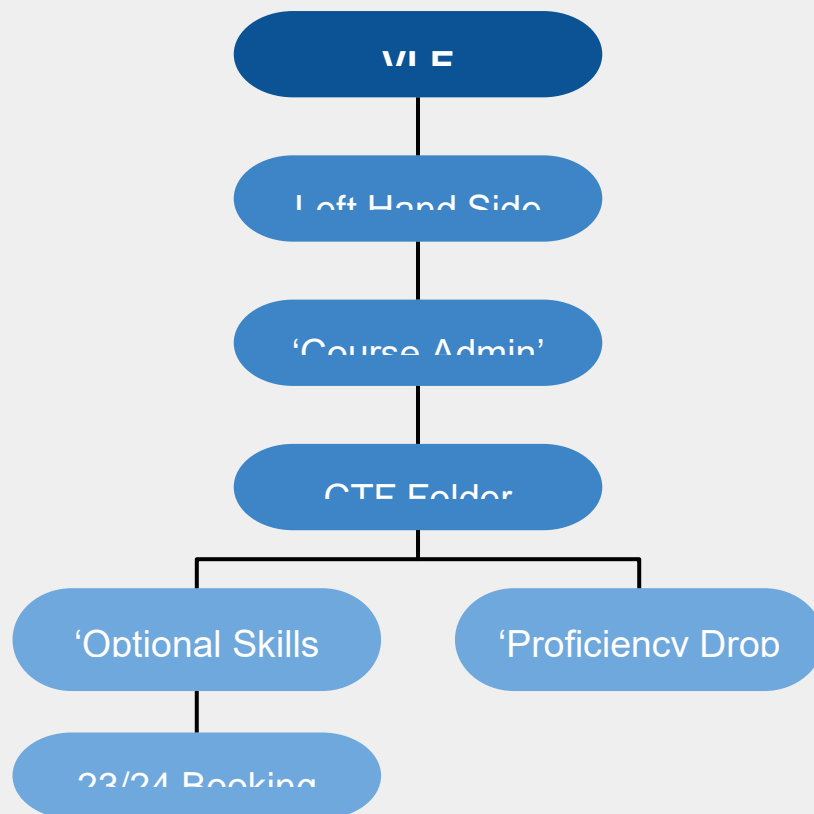
3.7 Who are the Clinical Teaching Fellows and how can they support me?

Clinical Teaching Fellows' (CTF) hold a dual role whereby they split their time 60/40 between (University of York/ Partnered NHS Trust). They are registered nurses by background and hold a contemporary stance on clinical practice. They are a great resource to support you in meeting your proficiencies. Olivia and Grace are adult trained nurses who will also cover some child proficiencies. Molly will provide support with mental health proficiencies.

The team:

Molly Crosland - molly.crosland@york.ac.uk / molly.crosland@nhs.net

CTF's support students in practice by offering bespoke learning opportunities, and a student-centred approach to teaching in clinical settings that is aligned with NMC requirements of the programme. Currently they offer clinical workshops, proficiency drop-in sessions, and pastoral support. For further information please see available resources on their VLE page, via the instructions:



Please note: The Clinical Teaching Fellows will provide evidence that you have attended the skills sessions and the hours achieved. Students attending a skills session during placement shift time can not claim duplicate hours for these sessions.

4. Terms

Base Placement

Main placement in the student's field of practice.

Allocated Spokes

Allocated Spoke placements – During Stages One, Two and Three of the programme, you will rotate through allocated spoke placements where your progress will be monitored by named Practice Supervisors. Spoke placements are planned to offer you a range of experiences and develop your knowledge and understanding. Spoke placements will offer you a range of experiences to develop transferable skills. Spoke placements will be in any field of practice. Whilst on a spoke placement you must maintain and uphold your professional values, work towards achieving any proficiencies that are available on that particular spoke. Record and have signed off the placement hours that you have worked.

Static Spokes

Static Spokes can be arranged between you and your PA on base placement, they are used to give you further learning experiences in different practice areas and can be linked to your base area i.e. a student on placement on a cardiology ward, the student could go for a day or two on a static spoke to coronary care unit. Static spokes can also be arranged by the staff in the spoke placement area if they have links to other areas that would enhance the student's learning. A static spoke is only for a couple of days at the most; they can be very useful in achieving your proficiencies and medicines management assessments.

Practice Supervisor

Practice Supervisors are responsible for contributing to your education through monitoring and recording of your achievement of learning outcomes and professional values. Their feedback on your conduct, proficiency and learning will inform decisions about your progression made by the Practice Assessor. Students will work alongside a range of Practice Supervisors throughout their placement experiences.

Please note: Non-registered staff supporting students in practice should not directly sign off proficiencies. Instead these staff contribute to proficiency sign off by providing evidence/feedback to your practice assessor under the 'record of working with others' section of your MYEPAD. Non-registered staff may include healthcare assistants, care support workers, phlebotomists, teachers.

Practice Assessor

Each student will be assigned a Practice Assessor during their base placement. The Practice Assessor has an overview of your placement progression and works in partnership with Practice Supervisors and other relevant individuals to confirm placement achievement. The Practice Assessor is responsible for assessing your achievement of professional values, proficiencies across a Part (Stage or Year) of the programme, summative episode of care, as appropriate medicines management and completing the OAR section.

Academic Assessor

The Academic Assessor is a member of academic staff from the Department who collates and confirms student achievement of proficiencies and programme outcomes (In the OAR section). They work in partnership with the Practice Assessor and Practice Supervisors. The academic assessor will deal with any concerns about your development whilst on placement, they will initiate action plans in conjunction with the practice assessor as required.

5. Useful Resources

Resource on mapping proficiencies to primary care: <https://myeweb.ac.uk/wp-content/uploads/2021/12/Proficiencies-for-Primary-Care-Nursing.pdf>

Examples for meeting adult proficiencies: <https://myeweb.ac.uk/wp-content/uploads/2021/06/achievement-of-proficiencies-adult-mapping-version-field-specific-examples-mapping.pdf>

Examples for meeting MH proficiencies: <https://myeweb.ac.uk/wp-content/uploads/2021/06/achievement-of-proficiencies-mental-health-field-specific-examples-mapping.pdf>

Examples for meeting Child proficiencies: <https://myeweb.ac.uk/wp-content/uploads/2021/06/achievement-of-proficiencies-child-mapping-field-specific-examples-mapping.pdf>

Information about student nurse placements within the wider health & social care sector, examples of learning opportunities:

<https://www.skillsforcare.org.uk/Regulated-professions/Nursing/Student-nurse-placements.aspx>

SASS webpages: <https://www.york.ac.uk/healthsciences/student-intranet/support/student-services/>

Practice Support webpages:

<https://www.york.ac.uk/healthsciences/practice-ed-support/student-practice-info/>